


Exploring Expository Text

Lesson Preparation

Daily Lesson 1	WORD STUDY		READING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	E1.1A	E1.1E	E1.Fig19A	
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Understanding new words, concepts, and relationships enhances comprehension of oral and written communication. <p>— Why is it important to continue to improve your vocabulary?</p>		<ul style="list-style-type: none"> Readers create connections to make text personally relevant and useful. <p>— How does making connections to a text impact understanding?</p>	
Vocabulary of Instruction			<ul style="list-style-type: none"> Expository text Procedural text Author's purpose 	
Materials	<ul style="list-style-type: none"> Vocabulary Notebook (1 per student) Dictionary (class set) Chart paper (if applicable) 		<ul style="list-style-type: none"> Reader's Notebook (1 per student) Teacher Reader's Notebook (1) Packets of six unlabeled informational texts, 3 expository & 3 procedural (1 packet per pair of students) Selection of grade appropriate informational texts (1 per student) Library access (optional) Chart paper (if applicable) 	
Attachments and Resources			<ul style="list-style-type: none"> Handout: IR Book Page (1 per student) Teacher Resource: English I Unit 03 Writing Appetizer (1) 	
Advance Preparation	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Select terms (enough for 1-2 per group) from the informational texts used in the accompanying reading lesson that have a Latin or Greek root. Identify common prefixes and suffixes that are already a part of the words or that may be added to the words. Designate a space on the Word Wall for the new prefixes, root words, and suffixes from today's lesson. 		<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Prepare packets for student pairs to use. Each packet should have three short examples of expository text and three of procedural text but none of the six should be labeled, as the students will be sorting them. For Independent Reading and the completion of the IR Book Page, select multiple copies of informational texts or prepare to go to the library and allow the students to choose their own. The books should focus on self-improvement. Refer to Teacher Resource: English I Unit 03 Writing Appetizer. Prepare accordingly. 	

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<p>Background Information</p>	<p>Teaching students about word parts is essential for comprehension. Students do not learn about words and how to use words simply by memorizing definitions. Students should be given the opportunity to discuss the words they are learning and represent their knowledge of words in linguistic and non-linguistic ways.</p> <p>In middle school, students learned and practiced using common prefixes, root words, and suffixes to determine the meanings of unknown words. Students continue to hone these skills in high school as the level of complexity in texts increases.</p> <p>This Instructional Routine partially assesses Performance Indicator: <i>"Write multiple notebook entries that demonstrate knowledge of new words, their meanings, and origins."</i></p>	<p> Misconception: The terms “nonfiction text” and “informational text” are often used to represent the same kinds of text when, in fact, they are subtly different. Nonfiction is an account or representation of an event or series of events which is presented as fact; literary nonfiction falls into this genre of text. Informational text, on the other hand, clarifies or explains the natural or social world. Nonfiction tends to use a linear structure, whereas informational texts tend to utilize text features that allow readers to read by topic.</p> <p>Underdeveloped Concept: Reading to obtain information and writing to inform are basic requirements of daily life for most adults. Advanced levels of reading informational text require continual instruction and scaffolding.</p> <p>Author's purpose – the author's intention for writing- including, but not limited to: inform, explain, persuade, instruct, and entertain.</p>
<p>Teacher Notes</p>		<p>Many examples of informational texts will be necessary for class discussion.</p> <p>Independent Reading texts assignment (refer to IR Book Page and Reading Appetizer): Students will self-select and read a procedural or expository text. This text should focus on strategies for self-improvement and may include but is not limited to texts such as the <i>7 Habits of Highly Effective Teens</i>, by Stephen R. Covey; <i>Total Money Makeover</i>, by Dave Ramsey; <i>Who Moved My Cheese for Teens</i>, by Spencer Johnson M.D.; <i>The Teenager's Guide to the Real World</i>, by Marshall Brain; <i>Seeds of Greatness</i>, by Dennis Waitley. The student-selected text will be read throughout the course of the unit and will be assessed with the IR Book Page. These books may be available in your ELA bookroom or in the library. It may be necessary to ask the librarian to set these types of books on a cart for your students to check out either in your classroom or in the library. Some students may need to be instructed concerning the general location of these types of books in the library and peruse the section until they find a book that fits their needs.</p>

Instructional Routines

		WORD STUDY	READING
Daily Lesson 1			
Duration and Objective	Suggested Duration: 10-15 min. Content Objective: Students analyze word parts for meaning.	Suggested Duration: 35-40 min. Content Objective: Students explore expository and procedural texts.	
Mini Lesson	1. Ask: What types of activities help improve your vocabulary? Discuss responses. Students should know that one of the best ways to build their vocabularies is by reading. 2. Ask: What is a prefix? What is a suffix? Why do you think many of our words are rooted in Latin or Greek terms? Discuss responses first with an Elbow Partner and then with the large group. 3. Display selected word. Instruct students to dissect the selected word for meaning by the prefix and/or suffix and record answer in the Vocabulary Notebook.	1. Ask students to work with an Elbow Partner to group the provided packets of informational text into two categories: expository and procedural. 2. Discuss differences, asking students to share texts of these types from their life outside school. 3. Ask: How do these texts differ from ones read previously? Lead a discussion on author's purpose in writing informational text as students record the information in their Reader's Notebook. 4. Display and distribute Handout: IR Book Page . Discuss each component and expectations.	
Learning Applications	1. In groups, students dissect an assigned word using knowledge of word origins, prefixes, and suffixes, consulting a dictionary as needed. 2. Each group shares their word along with its meaning as the class records responses in the Vocabulary Notebook.	1. Students select an informational text for Independent Reading. 2. Students engage in Independent Reading.	
Closure	1. Ask: Why is it important to continue to improve your vocabulary? How does knowledge of prefixes and suffixes improve your vocabulary? Discuss responses.	1. Ask: What is the difference between informational text and fiction? Discuss responses. 2. Ask: How could not knowing how to read an informational text create difficulties in your life after high school? Discuss responses.	